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THE JOURNAL OF EDUCATION

Volume 129 DECEMBER, 1946 Number 9

Room for Improvement	FRANK M. RICH
Australia's New Deal in Education	R. MASLYN WILLIAMS
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as we go to press . . .

The wind is from the south and a wettish rain is falling. The air supplies no pep or ginger. Our mental mechanisms have barely survived the strain of fitting the stubborn type into the inflexible pages of what we call "December"—meaning, of course, this December issue. Some months the material simply slides into place, once we get the measurements and complete the necessary arithmetic. Third grade stuff. Easy as pie. Next month, likely as not, we overlook ten inches of type in somebody's article and discover the error when two-thirds of the way through. Then we start all over again. Glad we haven't had to do that on a dreary day like this one. We don't admire the particular layout of "December." If printers' type were only made of rubber!

Switching to subject matter, we are reminded of a youngster rolling a hoop. He taps it from right, left or middle, varying the strokes as needed to keep the thing in balance and moving forward. Frank Rich and Harold Black hit from different angles. So do Myrtle Mann Gillett and the Curtisses. Adelaide B. and Mary Louise.

Education advances best when propelled by convergent forces. A demand for higher salaries and better working conditions has its counterpart in an effort to inspire teachers to do a better job. One writer leans to a revival of earlier disciplines, while another writer goes all out for tailoring the suit to each individual child.

America's greatest problem at this moment and at all times is one of education. How can people be taught to deal honestly with one another; to do justly and walk humbly? How can labor unions be shown the suicidal danger inherent in an overdose of strikes? How can all of us learn that stealing hotel silver and towels only leads to higher hotel rates?

This weather—suddenly colder—we can't yet control either by laws or education. But we have a lot of territory left. Now let's explore.

TEXTBOOKS IN REVIEW

Practical French

Instruction in French as it has been developed in the public schools of Cleveland during the past quarter century is now pressed between covers by the originator and director of the Cleveland method, Professor E. B. de Sauze. These covers, by the way, are very attractive.

The plan of *Nouveau Cours Pratique de Francais* is one that uses the ears, eyes, voice and hand, but more especially the ear and voice, to plant French vocabulary and idiom in the minds of pupils. The matters talked about are close to everyday experience here in the United States. A typical lesson begins with dialogue and ends with some essential of grammar which has been illustrated in practice before it emerges as a rule. The chapters have a lively tone. Pronunciation is administered in moderate doses. All in all an agreeable companion for the beginning student of French.

PRACTICAL FRENCH, E. B. de Sauze. John C. Winston Company, Philadelphia. $1.92.

Geography of World War II

Few regions of the earth were not involved in World War II.

Hence a fairly comprehensive world geography course can be built around that colossal conflict. Such a course would derive motivation from the fact that brothers and cousins and friends have been stationed in far-flung places, while newspaper stories have brought remote islands, cities and countries into everyday conversation.

A text-workbook on the *Geography of World War II* is freshly at hand. You couldn't call it a history, since it follows no time chart or system of units tied to development themes. Instead, the plan is to visit one continent or nation after another and examine its part in the war, first as to background, then as to the war itself. The many questions that ensue will test the pupil's reading of the text. Nothing of importance that figured in the war, from weather and winds to radar and the Potsdam conference has escaped attention. The language is graphic and tends to reflect the vernacular, though with restraint. Maps are numerous and must be thoroughly scanned if the queries of the book are to be answered. It all goes to show that the recent disturbance was indeed global and a review of it, nation by nation, provides a heap of learning.

GEOGRAPHY OF WORLD WAR II, Packard and Overton. Macmillan Company, New York. $1.00.

Adventures in Science

Interest in science normally reaches a high point in grade nine. The series called *Adventuring in Science* has been answering the scientific needs of seventh to ninth graders with three books, the topmost of which now appears in a fresh edition, bringing it abreast of latest developments. *Using Our World* is the title, and it now includes extra material on such fast growing fields as rubber substitutes, plastics and electronics, with radar, television and the promised electronic stoves and air purifiers receiving attention. Another important new topic is hybrid corn.

For schools preferring a one-year comprehensive course in general science for the ninth year, the three-book series has been skilfully condensed into a single text, *Our World and Science*. This, too, contains the up-to-dating material noted above.

A workbook, *Using Our World*, has also come from the press.

USING OUR WORLD, OUR WORLD AND SCIENCE, USING OUR WORLD (WORK BOOK), Powers, Neuner and others. Ginn and Company, Boston. $2.16, $2.20, $.72.

Punctuation Films

Reinforcements for the attack on Fortress Punctuation have been provided by Teacho Films. These consist of six expertly prepared strips, each containing some forty frames. The several squirls and squiggles which must be properly sprinkled upon the written page to make the meaning clear and the appearance right are allowed to disport themselves upon the screen in such manner as to impress their different functions on a youthful audience. Nor can this audience get away with simply dreaming, or looking and forgetting. Such a contingency is balked by a series of things to do—exercises for demonstrating each person's alertness and comprehension.

Teaching punctuation has never been an easy task at best. The newest visual approach seems worth a trial on top of all else that can be done. The marks of punctuation need the same sort of hammering into young heads that the average typewriter gives them on a sheet of paper. Examine the reverse side of any sheet of typescript and note how the commas, periods and apostrophes are virtually riveted.

ALL ABOARD THE PUNCTUATION EXPRESS—6 Teacho-Film Strips. Popular Science Publishing Company, New York. $30.

Stories from the West

This new reader completes an unusual trilogy whose evident purpose is to promote national unity and understanding. *Stories from the North and East* and *Stories from the South* have appeared previously. *Stories from the West* now covers every state west of the Mississippi, the territories of Hawaii, Alaska and Guam, and, for good measure, our former possession, the Philippines. The plan is to present in interesting story form the characteristic customs and occupations of each state and territorial division. One would like to know how so fine a group of narratives was brought together—so entertaining and so informative; so well keyed to the central idea of one nation, indivisible, yet needing an interchange of knowledge about the lives and problems and ambitions belonging to different regions. To a bystander it looks like a difficult editorial task which has been admirably accomplished. The people in the stories seem real. Their experiences seem worth following. The language is clear in structure and vocabulary. Typical titles are:—Willie the Conqueror (Idaho); Cloudbursts and Quicksand (North Dakota); The Rocky Mountain Ram (Colorado); Big Timber (Washington); Pedro's Plantation (Philippines).

STORIES FROM THE WEST, edited by Marion Belden Cook. Silver Burdett Company, New York. $1.40.

Clothes with Character

The natural desire of girls to select the right clothes — clothes that do something for their personalities—can be exploited to induce the learning of many related matters. Such, at any rate, appears to be the conspiracy behind *Clothes with Character,* now issued in a new edition. The whole gamut of good grooming, good taste in color and design, the choice of fabrics, the comparative merits of cash and credit, the personal and family budget, the care and repair of clothing and even the history of costume, has all been brought into focus here for the learner. How to be an intelligent consumer is another of the topics emphasized. Included is a *Charm Chart* on which the student is expected to make note of personal characteristics connected with dress, hairdos, cosmetics and the like. A heap of sound advice is given, not taught in the spirit of vanity fair but in that of fairly bringing out each individual's most attractive qualities.

CLOTHES WITH CHARACTER, Craig & Rush. D. C. Heath and Company, Boston. $1.68.

Admission to American Colleges

Based on information supplied from 450 college offices and from 650 college catalogs, Benjamin Fine's report on *Admission to American Colleges* provides an up-to-date overview of prevalent philosophies and practices. Most of the colleges profess to welcome all applicants capable of profiting from a college education. While they employ various screening devices and standards, the author sees the great majority still adhering to the fifteen unit system, with emphasis on academic subjects. Quite general is the requirement of four units English, two units mathematics, two units foreign language and two units history or science, plus five units miscellaneous. Commercial or non-academic units are allowed but sparingly or not at all, by most institutions. State universities in many instances have to take any resident with a high school diploma. Other institutions open their doors mainly to those in the upper half of graduating classes.

Mr. Fine notes that Greek and Latin are no longer in general demand. He thinks algebra and geometry might well be removed as stumbling blocks to those not needing them as a base for further studies. He advocates doubling present college facilities and a more wide open policy to the end that colleges may be available to all. This, rather than an attempt to pick potential leaders, seems to him to be the democratic goal.

He observes that the colleges themselves are hampered in liberalizing their admission standards by the rules of their associations and the desire to remain in good standing.

Much of the information on methods of selecting freshmen is perfectly familiar to our readers. The book gives a clear picture of the entrance situation and predicts changes that will make admissions less rigid. The trend is undoubtedly that way. But perhaps a study of college graduation standards is also needed before we discover who is really college material.

ADMISSION TO AMERICAN COLLEGES, Benjamin Fine. Harper and Brothers, New York. $2.50.

Gulliver and Crusoe

A Chicago schoolman has rewritten the grand old stories of Robinson Crusoe and Gulliver's Lilliputians, not to improve upon them as literature but to simplify them for children of ten to twelve. In each of these tales, the point of view has been changed from first to third person. On the whole the Gulliver yarn seems to make the livelier reading and to be more real than the Crusoe business, though the reviewer would have said, from memory, that it was the other way around in the original versions.

These new editions, with their black and white drawings, should bring two of the world's most famous adventure stories within reach of modern youngsters who might never read them otherwise.

LEMUEL GULLIVER IN LILLIPUT LAND, THE STORY OF ROBINSON CRUSOE, Frank L. Beals. Benj. H. Sanborn and Company, Chicago.

Chitter Chat Stories

Pretend you are a Baker, and you and your wife have baked a handsome cake for your great aunt Mathilda who is 101 years old, and you are ready to start for Mathilda's house when your coat—you're the baker and you are wearing a beautiful new coat—your coat gets caught in the front door and the door locks and you haven't the key and there you are, being stared at by all the neighbors and hearing them give advice. Suppose one of the widow's eleven children, third from the top— or was it fourth from the bottom?—suggests asking the Sage, who has a very long beard and a great Book of Wisdom, to consult his book. Suppose the Sage and his book fail you and you begin to wonder if you will ever, ever get loose, and just then somebody comes along you would never suspect to be wise and he, the Simpleton, solves the puzzle. Well, that is the way it is with the first one of four *Chitter Chat Stories,* all joined together in a row and ending with thirteen Santa Clauses, made of cookies and having—or did they have?—blue coats instead of red. This is one of those rare, delightful books for quite young children that grownups can read aloud to them and secretly enjoy, so merrily does it roll along, so charming are the pictures, so happy is the child. 'Tis truly a discovery.

CHITTER CHAT STORIES, Margaret C. Self. E. P. Dutton and Company, New York. $1.75.

Individual English

The strategy of *Individual English* is one of getting each pupil to discover his own deficiencies as well as his own strengths, through diagnostic tests; then to study what he needs to study; then to prove his mastery through further testing. In short—he must not waste time reviewing what he knows already but he must make progress.

The outfit consists of a workbook and a manual. The workbook supplies the tests, all perforated for easy separation. The manual carries the instructions on how to proceed and the grammatical rules and explanations. It sounds more complicated than it is, once one sees the material. The plan is the work of a high school teacher and a teacher of teachers. It is the product of experience. The whole seems practical, especially for youngsters who have missed out on parts of English grammar or have arrived at the threshold of senior high school with low marks in English. A suggestion is made that this work run parallel with a course in remedial reading. We can imagine Victor and Irene really settling down to learning the essentials of English punctuation and word usage, with this device for showing them exactly how to retrace each false step and do it properly.

INDIVIDUAL ENGLISH, Strapp & Greene. Row, Peterson and Company, Evanston, Illinois.

Editorials

The Oil Most Needed

Though the greatest thing in the world is love, or charity, the practical application of that inner attitude is simple courtesy. In fact, courtesy can often be applied to situations where charity would be hard to evoke. The Golden Rule, be it noted, is a rule of action which can be still further summarized in the words, "Be courteous!"

The matter seems worth mentioning at this particular juncture of affairs both international and domestic, because so many problems are arising which could be resolved so easily through courteous handling. Courtesy involves giving the other fellow the benefit of the doubt if you suspect his motives—not raucously bawling him out in in public, thereby demonstrating that you think yourself superior.

In politics, in disputes between employers and labor unions, in parleys about peace treaties, even in outbursts by clergymen of diverse faiths, one observes a want of courtesy and a corresponding rift in human relations.

As for schools and classrooms, courtesy provides a perfect formula for creating a proper atmosphere. Misbehavior is rarely anything but a discourteous lack of consideration for the rights of others who wish to study or to listen. We need not mention the conduct of the yelling or sarcastic teacher.

Viscount Gray once remarked that the first World War need not have happened had statesmen adhered to courtesy in their dealings.

No, you can't be courteous to gangsters or gangster nations. That's an exception to the rule but by no means disproves its general workability.

Boards, Whole or Split?

Tradition wields a strong influence, not only directly over schools but indirectly, through determining the type and quality of school board members to be chosen in any given community. Here will be a town that chooses only individuals of top quality, men and women who are proud to serve because of the fine reputation the board enjoys for disinterested work in upholding school standards.

The very next town may have a board that is elected on political lines; one whose members traditionally vote from partisan motives or to further their own ambitions.

Boards of the better sort can usually be identified by any observer happening to be present at any one of their meetings. A matter is brought up, discussed on the basis of what is good for the schools, and finally acted upon, not by a split vote but unanimously. One member may demur or perhaps refrain from voting. But usually all vote in harmony.

The partisan committee, on the other hand, may engage in a discussion during which opinion appears to be united. Even so, when the vote is taken it is 3 to 2 or 4 to 3. Some or all of the members have a drag on their actions. They do not vote the way the welfare of the children and young people demands, but according to some expected effect on their selfish interests or party. They, too, are following a tradition but a pretty bad one. To see why it is bad, one would need to look inside the schools themselves.

The best schools are not a result of political monkeyshines but of highminded civic responsibility. Where the tradition is vicious, it should be changed.

Modern Hieroglyphics

Some one should write a book on the evolution of penmanship, or ought we to say its disappearance? The penmanship supervisor of an early day was an eccentric character, bursting with enthusiasm for his art and with wise or witty sentences for inscribing on the blackboards, always with studied curves and a flare for flourishes that would do credit to a fancy skater. The next day's writing lesson was all too tame by comparison, since one had only the copy book and a teacher's warnings against cramping your fingers. She wanted you to write from the waist.

Later came the round hand, the modified round hand, and goodness knows what else. Now the infants don't write at all. They print. In some schools they begin with a typewriter. That may or may not be a good idea. Somewhere along the line it would be well for a pupil to learn to write legibly on his own. But we would be in favor of holding every one in school until he had learned to use a typewriter. One never knows where or when this will come in handy. There are many jobs for which it is required. Of course it is harder to cover up uncertain spelling when one types his words. But spelling has become almost a specialty. Plenty of professional writers including newspaper reporters spell wretchedly. We have even heard aspersions cast upon the spelling of school teachers. After all, there are men on copy

desks and proofreaders. They can spell common words correctly and have dictionaries for the rest.

We still appreciate a handwritten letter that shows cultivation and individuality, and leaves no ambiguity. How this combination continues to occur, even rarely, is a mystery, the course of penmanship having been so marked with meanderings.

On Changing Education

Many persons argue that the modern world is so fraught with revolutionary changes as to necessitate equally revolutionary changes in education. But are the changes in our world so deep and uprooting as they seem to the superficial observer? Has the airplane, the automobile, the tractor, or any mechanized equipment done more than set faster tempos to life or hasten social changes already under way? Even the splitting of the atom, while pointing the need of quick decisions on the part of mankind whether to take the pathway of suicide or of survival, finds people behaving much as they did before.

The world's crying need in the future as in the past will be one of leadership; of decision as to what operations shall be performed and how the discoveries and inventions of science shall be turned to best account in mankind's service. The greatest need will be for men and women capable of clear and creative thought, unbiased judgment, ability to express their thoughts effectively, and with sterling traits of character based on human sympathy and understanding. How these values may best be conserved and intensified will continue to challenge every sincere educator.

Could English Stand the Strain?

All Mondays are not blue Mondays. One of them recently brought us a letter from Budapest, which proved the leanings of at least one Hungarian to be westward. Our correspondent wrote only a short note, calling attention to an enclosed statement by one William Baldwin, otherwise unidentified. It transpired that Mr. Baldwin has a great admiration for the English language. So much so that he would like to see it become the universal language of mankind. He states that 500,000,000 persons already employ it; that it is adequate for expressing whatever is worth expressing; and that it is destined to become the language of the world. Mr. Baldwin, wearing the name he does, might seem to be prejudiced. Yet the idiom in which he writes is just enough off the beam to puzzle us. Did his statement undergo a double translation, first from English into some other tongue, then back into English, suffering the usual transit damages?

Here, then, are a few verbatim sentences from the apotheosis of English by William Baldwin:—

"English can manage to bring together into one creative fermentation a vast diversity of peoples. It would be wise and useful to any man of all nationalities to start learning it and foreign parents should be induced to have their children taught it when their character could be formed according to the rules of the Anglo-Saxon habits. In the smallest village, in the farthest nook and corner on earth English schools should be set up to prepare the youth of all nations for this indispensible tongue. It were like preaching the gospel."

Whoever and wherever you are, Mr. Baldwin, your sentiments are very agreeable and we are sure the general adoption of English would be convenient for a lot of us. Thanks to the gentleman in Budapest for being so enthusiastic.

Veterans Preferred

A grateful America is trying hard to show its appreciation of its victorious fighting men. Their numbers are what makes the proof so difficult. Preferences and priorities mean but little when shared by millions. Take housing. Veterans vie with one another to buy what houses are available; paying too much for too little; encouraged by governmental guarantees of their loans from banks. Non-veterans good naturedly stand aside until veterans are served—which many of them are not.

If you look at the schools and colleges, you begin to think these institutions completely captured by ex-service men. You smile as you recall those early indications that only two per cent of the returning veterans intended to avail themselves of the opportunity for free schooling. It is more like two per cent who are not doing so, it seems.

Veterans back in high school must be creating a whole series of problems. Veterans allowed to smoke; others forbidden. These older more sophisticated fellows cutting in on romances of the normal sort. Some of the women teachers now turning pupils in the school of Pitching Woo. It is all quite disconcerting.

The confusion has even penetrated the sacred precincts of the Harvard Yard. Many of the instructors are younger than the veterans in their classes. The Boston Herald reports that the only sure way one can distinguish between a professor and a student is by looking for chalk dust on the seat of the pants. Admitting that the profs lean back against the blackboards—though this is doubtful where chairs are furnished—we must say it's a bit awkward, when meeting a chap on campus, to ask him please to turn around.

ROOM FOR IMPROVEMENT

FRANK M. RICH

YEARS ago I worked under a teaching contract that allowed me to increase my own salary at will indefinitely. Under this contract a part of my remuneration was board and lodging. Whenever I felt that I deserved an increase, all that I had to do was reach for another slice of this or that, or lie abed a while longer. All in all I managed this part of my compensation quite satisfactorily.

The monetary part of my reward was scanty; far below what I would want anybody to accept today. And yet looking back over nearly fifty years in the teaching profession, I find that I managed to extract from my patrons considerable value in kind besides my board. I am sure that I did, because, if it could be so, I would be willing to live it all over again, lean pay-days, delayed pay-days and all, and think myself the winner by many thousands.

I observe acquaintances of mine in many walks of life working like sin to get the money and the leisure for "doin' what came nat'rully", as part of my daily routine. The fun I had dabbling with jolly educational experiments of one kind and another, writing, public speaking, community welfare, religious and fraternal meetings, politics and four thousand interesting personal contacts, including one that gave me a handsome, intelligent, amiable life-partner, runs into the millions.

I hear people talking and writing as though all the ills of the educational world were low salaries. I hear young people debating whether they can afford to go into teaching. I am inclined to say, "If you are emotionally constituted to appreciate the expansive, personal satisfactions in life, never trade a teacher's chances of success with a money-grabber's. I found immaterial compensations in the work better than money, and so will you."

Good teachers are entitled to decent wages as much as movie stars, business executives, doctors or inventors. That they have to scrimp and twist so to make ends meet is a national disgrace. But as I look back with the perspective of half a century in service I would emphasize with all the bluster left in me that there are worse disgraces in the teaching situation, than low salaries.

How Good Are Our Schools?

How good are the public schools of the nation? Discounting the claims of board-of-trade pamphlets and graduation oratory, what outstanding benefits do the non-vocational institutes of the country give the younger generation?

Twenty-eight years ago a distinguished committee of the National Education Association brought forward a studied definition of the rightful goals of general schooling. The result was the now famous seven cardinal objectives of education; i.e.: health, vocational skill, worthy home membership, wise use of leisure, fundamental school processes, good citizenship and moral character. How does the score stand on the debit and credit side of this account?

The fairest and fullest appraisal that I know is the New York Regents' Inquiry. Here all the cards of one of the best organized and best renumerated state school systems in the country were laid on the table for a competent body of experts to investigate. Certain high spots, the survey staff gladly conceded; but by-and-large, the results of instruction proved to be shabbily mediocre—health teaching that added little or nothing to health; citizenship teaching that contributed little or nothing to citizenship—a multitude of time-worn rituals and futilities, passed off with a mark on a report card and never utilized in any manner afterward. Now if we can figure out what keeps educational progress in such a groove of inefficiency, perhaps we can locate some of the real matters for academic remorse.

The Secret of Progress

Though failures and inadequacies in education are everywhere in evidence, for some reason it is a herculean task to rouse any effort toward correction. Every season brings new light and new emphases in the philosophy of education; When I entered the profession at the turn of the century it was the Herbartians, preaching the importance of scientific lesson plans, based on apperception, correlation and the doctrines of interest. Later Parker and Dewey carried these ideas a step further by agitating activity programs, motivation, socialization and pupil self-government. In the early 20's, junior high schools became the dernier-cri, followed by statistical measurement, diagnostic and remedial teaching, child-centered activities, experimental teaching and Progressive education with a capital P. Now we regale ourselves with the merits of integration, empathy, semantics, Rorschach technics, sublimation, military streamline methods, vocational rehabilitation and so on.

Pioneers in the development of education have been as earnest and as intelligent as the development

engineers in any other science, but they work in the dark, alone, without means. Reports and descriptions of important educational studies and experiments molder undisturbed in pedagogical libraries. Monroe's "Cyclopedia of Educational Research" estimates the number of different studies set on paper at more than 100,000.

Here is a school disgrace if there ever was one—100,000 gifted pioneers, working to build desperately needed improvements in the technic of education; but their efforts largely buried in a graveyard of popular indifference.

Progressive Bridges Fallen Down

The so-called Progressive movement in education—meaning a system of teaching so planned and administered that students not only master useful skills and information through activities of immediate interest and utility to themselves, but also, under guidance, practice a measure of self-administration—constitutes a most far-sighted and useful educational philosophy. It is theoretically sound, and when adequately worked out as to administrative detail, is eminently practical. It is hard to see how any other method could be expected to produce dependable results in character training and citizenship. But the movement was allowed to rise into a convention fad and then decline to the status of half-baked theory, for lack of enough developmental engineering to produce a competent piece of machinery.

School Theatricals

A convenient example of workable project in progressive education is a student-built theatrical production—say an original dramatization of some favorite juvenile classic, such as Robin Hood. A stage presentation of such a work furnishes a natural appeal to a whole gamut of constructive interests—the universal urge to regale acquaintances with welcome entertainment, a happy combination of fun, beauty, learning and economic value.

The choice of a suitable work to dramatize motivates a vast amount of thoughtful and appreciative reading. The construction of a stage adaptation of the story entails extensive practice in composition. The design, purchase and construction of scenery, properties, and other materials furnish limitless quasi-vocational skills like carpentry, painting and sewing. Above all are the opportunities for self-correction in habits of industry, initiative, dependability, cooperation, and common sense. This is not only preparation for life; it is life, of a very happy and satisfying kind, and could profitably be made a part of every child's experience at some time during the course.

The prophets of school theatricals are voices crying in the wilderness, because educational innovations calls for two kinds of research effort—first experimental engineering to discover and perfect improved processes and materials; and, secondly, technical training of operatives able to put the machinery to work. There is, however, another essential that must precede everything else; and that is public appreciation of "the better sermon, better book, better mouse-trap"; and in education that deficiency is at present a deeper disgrace than low salaries.

Starving for Better Materials

The manager of a meat-packing establishment once boasted that his conservation methods turned every part of the hog to profitable account except the squeal. Too bad some of that squeal could not be preserved to help vocalize one branch of the school system that is apparently voiceless—we mean the department of books and supplies. Where at least five to ten dollars per pupil per year ought to be set aside for vital, interesting materials for classwork, seatwork and homework, the figure, even in some of the wealthiest districts is cut down to barely two. Christmas counters are loaded with $25 dolls and $50 trains, but in school children's sources of life and inspiration are limited mostly to pens, pencils, paper and chalk. As a consequence the end result of the bulk of schoolwork is the daily wastebasketful of incinerator fuel. Youthful interest and productivity could be multiplied many fold by a trifling increase in the money available for apparatus.

A good school library is obviously a good investment. A school building library is proportionally profitable. But, book for book, nothing pays better educational dividends than classroom libraries of say fifty books, featuring fifty different facets of interests, treated in the style and vocabulary of that particular grade. But books are only books; certainly not the prime interest of a child any more than of an adult. Every classroom needs also a loan collection of educational apparatus, to make the science, mathematics, music and art vital and impressive. Money spent for salaries, architecture or custodial care may work out for the children's benefit, or again it may not; but money spent for useful tools and apparatus comes nearer than anything else to guaranteeing the children full value for money expended. To force teachers to go into their own pockets for every inspirational new thing, or depend on subscriptions and entertainments is a deeper disgrace than teachers' salaries.

Atypical Classes

Among the many voiceless poor relations of education are the atypical classes whose shabby treatment deserves attention. Atypical children include anemic, cardiac, epileptic, low vision, hard-of-hearing, spastic and behavior problems. Each type of defect needs specialized handling, and special kinds of didactic machinery, designed and perfected to meet each peculiar need. We may think the teaching methods used with normal students are archaic and unproductive, but these used with handicapped children are, in most places, fossilized.

The March of Dimes provides

admirably for improved correction of polio. But correction and prevention of the physical disability is only one-seventh of the problem. There are six other great objectives of complete living still waiting for development, not only for polio victims, but for all atypical children. Every constitutional defect in every handicapped child represents a lack that needs compensation by a better-than-average kind of schooling.

Delinquency

The crowning disgrace is delinquency. The annual cost of crime and racketeering in the United States is 17 billion, and steadily mounting. How much does anybody know or care about the causes or cures for this losing battle? I made two easy tests to find out. One cost me an hour's time and the other ten cents in post cards. I asked fifteen different New York book stores to show me a book on delinquency. "Sorry", they answered, "but we have no work on that subject on hand just at present." These stores included the largest wholesale bookstore in the world.

The ten postcards brought catalogs from the ten largest 1000-instructor universities in America. In all their schools of law, theology and education, preparing tens of thousands of leading citizens for the world of tomorrow, how many classes were devoted to delinquency, crime prevention or penology? I could find only twelve. Twelve groups are making some consistent effort to understand this overwhelming problem of the country. The rest is left to the half-baked conjectures of various sociological corndoctors.

Development engineering in education—an earnest, wide-scale attempt to implement the seven cardinal objectives—would turn the tide of battle against delinquency and give us rapidly increasing gains in the reverse direction. That the educational world has so little to offer but alibis on this score, is a deeper disgrace than meager salaries.

AUSTRALIA'S NEW DEAL IN EDUCATION

R. MASLYN WILLIAMS

SCHOOL-TEACHER Stuart Maslin was 19 when he faced his first class of 20 bare-legged youngsters in a little wooden school-house at Springfield South, 51 miles north-east of Launceston in the Australian island state of Tasmania. Today, a little grey round the temples, but showing few other signs of 26 years in the classroom, he is Headmaster of Hagley, one of the most publicized schools in Australia.

Hagley Area School is not one of the great seats of learning. It has less than 160 pupils, ranging in age from 6 to 16; the same kind of children who attend hundreds of other country schools spread over Australia's 3,000,000 square miles. But for the last 10 years, it has been the testing ground for a set of educational theories that have attracted the attention of educationalists, writers, child-welfare specialists and publicists from all parts of the Australian continent and beyond.

Those visitors come to study the organizational and administrative details of what is known as the "area school system," developed by the Tasmanian Department of Education.

The area system sets out to improve the standard of primary education in rural districts by eliminating one-teacher schools and establishing larger district schools, conveniently located, to which children from outlying districts are conveyed at the expense of the State.

This consolidation of resources makes it possible for the Education Department to provide better school buildings and equipment, and to expand the syllabus beyond the physical limitations of a one-teacher school. In addition, the children gain a valuable community and social experience denied them in small, and often isolated village schools. But the 17 area schools established in the State since 1936 are more than a practical social service—they are the expression of a philosophy of education that rates moral standards higher than material success, cooperation ahead of competition, and social obligations before social standing.

The aim in these schools is not to inject fragments of elementary knowledge into children's minds before turning them out into the world, but to prepare the child to become an effective and cooperative member of the community.

The headmasters, backed by the State Department of Education, have therefore set out to convert each school into a small community where habits of cooperation and high standards of citizenship can be moulded in childhood.

It is accepted that these theories cannot be fully practised or developed in the classroom alone, and for that reason each of these schools has an area of farmland. At Hagley, the first of the area schools, there is a farm block of 185 acres. Pupils who have completed their elementary education,

generally about the age of 12, spend a progressively bigger proportion of their time in practical work running and improving the farm, maintaining and extending school and farm buildings, and carrying out the domestic work involved in the general activity of the school.

The older boys at Hagley, under the supervision of a practical farmer, spend their out-of-class time growing grain crops, maintaining a dairy herd, raising pigs, and carrying on a financial successful poultry-breeding establishment.

Also, the 14 resident boys, as well as 100 day scholars, are provided with a full mid-day meal prepared in the school kitchen by senior girls under the supervision of Mrs. Mary Maslin, wife of the headmaster, and teacher of domestic arts. With the exception of factory-processed groceries, all food, including jams and preserves, is home-grown.

The resident boys live in a neat and well-appointed cottage under the care of a cottage "mother" in an atmosphere as near home-like as possible. Bedmaking and breakfast is a chore for the boys, but most of the housework is done by girls as part of the home-making course, while domestic laundry and sewing is also undertaken as part of the school curriculum.

In the school workshop the technical teacher, with his class of boys, produces harnesses and simple farm tools, repairs machinery and social furniture, makes innumerable useful gadgets and teaches the essentials of wood, metal and leather work. Here also, the headmaster, the farmer, the trade teacher and the boys get together to plan new buildings, new developments, new farm instruments and to discuss, as people equally interested, matters of common community welfare and advancement.

In these area schools, the child's interest in the community goes beyond physical participation in domestic and farm labors. Each week, the whole school assembles in parliament to discuss the affairs of the School community. Cabinet Ministers, elected by the children, assemble on the platform under the chairmanship of one of the students, and give the school a report on the week's activities. The chairman welcomes visitors, including the school staff, and declares the session open, then calls upon each Minister in turn to give his or her weekly report. Questions are asked, arguments settled, and recommendations noted for submission to Mr. Maslin. The egg situation may be considered at length or the fall in dairy output explained; the injustice of washing up twice in one day judicially resolved or the balance of 25 shillings in the Red Cross fund proudly noted. When these proceedings are completed the members and visitors are invited to remain for a short dramatic performance, burlesque, or song-and-dance performed by self-organized groups for general entertainment.

In addition to this weekly assembly, the whole school meets in the main hall each morning before classes begin. This hall, like the class-rooms and the cottage, is decorated with reproductions of famous paintings representative of all periods.

Half the hall is furnished with small tables and used as a dining room, while the other half is used for general assemblies. As visitors are formally introduced, the whole school rises to say "Good morning". A hymn is sung, a prayer said, and a short Bible-reading given by the headmaster. Then a musical selection is played on the school panatrope. A visitor is then invited to speak for five minutes, usually about his work or, in the unusual event of there being no visitors, the headmaster talks about some matter of topical interest.

Class-room work conforms, in subject matter, to generally accepted curricula, although, as the Area Schools have developed, there has been a definite breakaway from the old traditions and methods of teaching. Geography lessons, for instance, are related more to topical world events than to questions of latitude and longitude; more attention is given to current affairs, and children are encouraged to express opinions. Standard schoolbooks are supplemented by reference and information material collected from national agencies and catalogued in the school library.

While these methods of education aim at producing a more cohesive and socially-aware rural population, the object is not necessarily to educate country children to be satisfied with their immediate environment. Pupils who wish to continue their academic education beyond the primary grades are given every opportunity to graduate to high school and subsequently to the university, in which case they carry with them a sense of the significance of country life in relation to the welfare and culture of the nation generally.

Many area school teachers claim that the effect of this new approach to education is spreading to the homelife of the children. Both girls and boys play a more active part in family life and tend to become partners, rather than dependents, in the domestic management and economy. The schools are also becoming rallying points for parents and are taking on the signficance of social and community interests of the whole population of the district.

At Hagley, Stuart Maslin, looking to the future, plans to build more cottages for resident boys and girls, and to fill a proportion of them with orphaned children from Britain and Europe.

Plans have also been made for the establishment of community schools at Launceston and other urban centers where the principles developed in rural area schools can be applied to city children.

These Tasmanian school-teachers believe that the old system of

education has outlived its purpose which was, they say, to give all children an equal chance to compete in the expanding field of opportunity opened up by industrial development of the last half-century. They believe that this kind of education is greatly responsible for the materialism that is eating the soul out of Western civilization; that it has set up false standards of success and has obscured the relationship of the individual to the community; that it has propagated the gospel of money at the expense of morality.

They believe that democracy must be re-educated and re-established on new foundations if it is to survive, and that these new foundations must be laid in the school rooms of today.

DISCIPLINE, A VIRTUE AND A NECESSITY

HAROLD GARNET BLACK
Author of "The Prodigal Returns," "The True Woodrow Wilson"

NOT ALL wisdom will die with this generation, nor—in spite of the amazing strides made in every scientific field during recent years—have all truths been modern discoveries. Nearly four centuries before the Christian era, the great Greek philosopher Diogenes uttered a truth, long since become a platitude, when he declared that the foundation of every state is the education of its youth.

Now that another school year is in full swing, we do well to inquire again concerning the real purpose of education. In an English textbook that I published over two decades ago, I wrote: "Education is a social process whose aim is to produce good, happy, and useful citizens," a statement which, I believe, may still stand as a fairly accurate definition.

It was an English writer of a previous generation who declared that the purpose of education is to train a person to do what needs to be done when it needs to be done, whether he likes it or not. By that he meant that education, in the first place, furnishes training: the know-how of reading, writing, and solving mathematical problems; the development of various skills; and the acquisition of manual and mental dexterity. In the second place, it trains one, he said, so that one will do things when occasion demands them, not some time later when one feels like doing them. In other words, education teaches a person to focus his mind on the problem at hand and to solve it with dispatch and a minimum of time and effort. And, finally, it trains him actually to carry out his task, no matter how laborious or distasteful it may be. Education really trains one to do a thing successfully, promptly, and carefully.

All of this is just another way of saying that the educational process primarily involves discipline, not only that which comes from without but—what is even more important—that which comes from within. The older one gets, the more clearly he sees that success in life is based on restraint, on self-imposed discipline. One cannot simply do what he feels like doing, cannot obey his primal urges, cannot always safely follow his own impulses, for they often lead him badly astray, occasionally to the place beyond which there is no possible return. Some kind of control is necessary.

Yes, control is the thing,—self-control! "The aim of Socrates in his training of the young," wrote that great scholar and humanist, Professor Irving Babbit, many years ago, "was not to make them efficient, but to inspire in them reverence and restraint; for to make them efficient, said Socrates, without reverence and restraint, was simply to equip them with ampler means for harm."

The fact is that power—even personal power—comes from restraint, from self-discipline. Truth spoken calmly is more effective than an explosive, unrestrained volley of words!

The charges usually brought against so-called "progressive education" touch precisely at this point. It is well enough to say to the child: "Draw a picture if you care to"—"Model this piece of clay if you feel like it"—"Make a book cover for these pages if you wish," each suggestion involving a situation where the teacher is expected to inspire forty youngsters at a time with a burning desire to do forty different constructive things, when, as a matter of fact, most of them would far rather be doing a hundred other things. To be able to handle such a situation with success is to be modern, efficient, progressive!

If this picture is not quite an accurate portrayal of "progressive education" as it actually exists in many places, it at least suggests a weakness not easily overcome or eradicated. It would be an ideal situation if each child were so personally interested in his own particular school task and its relation to life outside the classroom itself that he would set out with eager

enthusiasm and delirious joy to the early completion of his self-chosen assignmnt and hence to the real development of his latent powers. But we have not yet reached that utopia.

One cannot always be allowed to do something when he chances to feel like it. He must, on the contrary, use his will power, perform the required tasks, whether he feels in the mood for doing them or not. He must exercise that highest form of control, self-discipline, which is fundamental to all genuine success. When, for example, traffic is heavy on the boulevard, one cannot cross the intersection against the signal just because he feels like it. Nor can he be noisily hilarious all night and keep his neighbors awake—nor can he tell the judge on the bench exactly what he thinks of him, just because or when he feels like it! Restraint is imperative in every area of life.

The school is one place where real discipline should be taught. Indeed some children need to be taught decent classroom behavior and plain good manners before subject matter can be presented effectively. One of the most noteworthy lacks in many American children is ordinary respect,—respect for their teachers, for their elders, and for those in authority over them. The fact that many parents give their children little or no disciplinary training lays an especially heavy burden upon the public schools.

The pity is, one may observe parenthetically, that so many youngsters in school have no appreciation of the high privileges that are theirs. This is frequently more obvious to those coming from foreign countries where educational advantages are negligible or nonexistent, than to ourselves; for those watching the game from the side can see it better, as Milton somewhere wisely remarked, than those actively participating in it. Syrian-born Salom Rizk, who is now one of the most sought after speakers on the American platform, comments on this lack of appreciation in his autobiographical *Syrian Yankee*, published a year or two ago.

"I saw these precious privileges and opportunities wasted," wrote he, "by too many young Americans who evidently could not comprehend what my experience had forced upon me: the difference, the unbelievable contrast, between that old world their forefathers had left and this new world they had built. I saw youngsters actually despising the school and what it stood for, showing contempt for those who were brighter or studied harder than they did. I saw them playing hooky, pretending sickness, 'getting by' with as little learning as possible. Some of them boasted of their skill in cheating and laughed up their sleeves at their unwitting teachers. They disfigured the beautiful surroundings lavished upon them, carving their initials on the furniture and marking up the walls."

A college girl recently complained to me that she had taken algebra, geometry, and three years of Spanish in high school, and declared that her time in studying them had been absolutely wasted, for she never expected to have any use for them in the future. I reminded her, however, that the necessity of focusing her mind intensively in the pursuit of those studies had had, willy-nilly, a real influence in the development of her mind and character and personality. By means of those studies she had habituated herself to the careful carrying out of certain mental processes which had left behind an indelible imprint and had helped to make her what now she is.

One is here reminded of a passage in that famous chapter on "Habit" which was written many years ago by William James, the brilliant American psychologist, and which George B. Cutten, another psychologist, declared ought to be made compulsory reading for every high-school senior and college freshman. Through the distinguished Harvard professor was at the time writing of the drunkard and his enslavement, the underlying psychological and physiological principles he described still holds true. The entire passage is worth quoting.

"Could the young," wrote James, "but realize how soon they will become mere walking bundles of habits, they would give more heed to their conduct while in the plastic state. We are spinning our own fates, good or evil, and never to be undone. Every smallest stroke of virtue or of vice leaves its never so little scar. The drunken Rip Van Winkle, in Jefferson's play, excuses himself for every fresh dereliction by saying, 'I won't count this time!'

"Well, he may not count it, and a kind heaven may not count it; but it is being counted none the less. Down among the nerve cells and fibers the molecules are counting it, registering and storing it up to be used against him when the next temptation comes. Nothing we ever do is, in the strict scientific literalness, wiped out. Of course this has its good side as well as its bad one. As we become permanent drunkards by so many separate drinks, so we become saints in the moral, and experts in the practical and scientific spheres, by so many separate acts and hours of work."

Science is here declaring that everything we do leaves a permanent result. Discipline is cumulative; it establishes a habit pattern. Students who cannot control themselves must be trained to do so by gentle persuasion, friendly pressure and reason, force of example, personal encouragement, or whatever other means the experienced teacher may find at his disposal to fit particular cases. Furthermore—and this is most important—they must be made to see the value of self-control and to realize that it

is one of the vital forces that "lead life to sovereign power." There is more than a grain of truth in the old Buddhist proverb: "If one man conquer in battle ten thousand times ten thousand men, and another conquers his own self, he is the greatest of conquerors."

Just how much carry-over there is from early school training into later life, it is impossible to say—and may even be the subject of scientific and lengthy debate. Doubtless fresh studies will be made of those who recently underwent the disciplines of war—the accelerated courses of study and the long continuing military drills—to discover what effect army training had on life habits, attitudes, and character.

It is an old educational maxim that we learn to do by doing. This being true, students will learn discipline by practising it, in classroom, campus activities, and competitive contests of all sorts. These all have a cumulative effect and, when rightly directed, help in the formation and stabilization of character, which Herbert Spencer declared to be the real object of all education.

BIOLOGICAL DETERMINANTS OF PERSONALITY

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Probably, no other item is of quite so much importance in the process of adjusting to our complicated post-war living as this one of personality. What is meant by "personality?" Patry says, "Personality is the product of nature and nurture, the result of all native and acquired factors manifested"; Charters, "Personality is the integrated total of all traits"; Allport, "It is the individual's characteristic reactions to social stimuli and the quality of his adaptation to the social features of his environment"; Roback, "Personality is the sum total of all our cognitive, effective, conative, and even physical tendencies"; McDougall, "It is composed of five distinguishable but inseparable factors—intellect, character, temperament, disposition, and temper"; Betts, "Personality in so far as it consists of acts through the physical, is the product of the total unanalyzed life process going on within us"; East, "It is the important differences of temperament innately determined perhaps as correlates of inherited glandular traits"; Dorsey, "Personality is the social integration traceable to biological foundations"; Berman, "It is the changes in basic attributes of a normal person, engendered by changing the general or specific course of the body chemistry through glandular modifications of metabolism."

Practically all of these definitions state, or intimate, a physical or biological basis for personality. It is extremely difficult to segregate the biological determinants of personality, as such. Morrison has said that "Every infant starts life at the same point. He begins to become a person by taking on learnings which his race has acquired, capitalized, and handed down. Personality, at any given level of the individual development is the result of the sum total learnings to date."

Quite contrary to this view, we have the ideas of those who claim that a physiological unity and health are primary and basic to the race. There is a biological trend that makes for healthy, whole, and impartial adaptation among us. Dorsey maintains no two people have the same biological ancestry. These variations effect the subjective life of the human being and play an important role in the determination of the personal equation.

Personality is mirrored outwardly by our individual behavior. All behavior is controlled, inwardly, by certain desires, predispositions, habits, or drives. Probably the greatest of all these drives is that of self preservation. If the situation changes, another synthesis of motives takes charge.

The inward roots of personality are the (1) neural system, (2) the glands, (3) the muscles, and (4) the whole metabolic tension and activity of the body. The autonomic nervous system is an agency of defense for contributing to immediate comfort or pleasure. Since all these factors are basically physical, a knowledge of biology leads to an increased understanding of human motives, and subsequently personality.

Every act of an organism may be regarded as a phase of mutual adjustment between the organism and the environment that effects it, tending toward a dynamic equilibrium. The most significant characteristic of the living animal organism is its dependence upon respective environments and its capacity to respond to many environmental components. Both the nerves and the muscles respond to stimuli. The brain and the spinal cord are the center of coordination for all these reactions.

The glands no doubt play the "key" role in the determination of the destiny of the individual. Behavior complexes depend upon the physical well being, which in turn depends upon the successful action and interaction of glands. No gland operates independently of others; they each complement or supplement the hormones from the other glands. Thus, failure of one may affect others. However, often one gland is dominant in controlling the personality.

The thyroid gland controls the

amount of energy produced, and therefore governs the speed of living of the individual. Too little thyroid action retards the development of the child. He is inattentive, lacks normal interests, and is slow in his responses. Contrasted to this pattern, we have the opposite traits developed as a result of an over-active thyroid. Children with over-active thyroids are highly nervous and excitable. As adults, they become problem personalities in their family and larger groups; unconsciously and most often unavoidably, their tempo of living is different from that of the group.

The pituitary glands are essential to life. They control the application of energy to the organs and tissues which use it. A lack of this control causes fatigue. Dwarfs and giants furnish material for "sideshows", and are the result of deficient (dwarfs) or over-active (giants) pituitary glands.

The endocrine glands are the managers of the body for the very poignant reason that they control the emotions by which our lives are ruled. Sincere emotional reactions are the very core of wholesome personality. Anger stimulates the endocrine gland and sends blood sugar from storage in the liver into circulation. Likewise, any emotional upset increases or decreases the action of this gland, or rather vice versa, the secretion of this gland affects one's display or control of emotions.

The personality, whether considered at rest or in action, is dynamically moulded and fashioned by the chemical reactions centered in the endocrine system. Deficiencies of substance, either nutritional or glandular, cause maladjustments which may result in any one of a number of compensatory defense reactions such as phantasy, regression, rationalization, obsession, or any other method of avoiding situations.

As research continues, these biological determinants of personality, the glands, are found to be more and more important in determining both the physical and mental aspects of personality. The glands are the activators and retarders of every fundamental characteristic of human personality. There are certain periods of peak glandular instability or vulnerability. Measles, diptheria, scarlet fever, mumps, or whooping-cough, occuring before two years, or between the ages of five and seven, or eleven and fifteen, will invariably leave their mark on gland functions. Accidents, shocks, climatic and atmospheric variations also affect the glandular system, and subsequently the personality.

The glands are doubtless the most important biological determinant of personality. The general well-being of the individual plays an important role in this matter of personality. Disorders within the feeling sphere are the reflection of physiological disturbances. There is possibility of a direct physiological approach to these disorders much as with internal disorders. Such disturbance has its seat in man's own generic processes and consequently affects the species throughout. Since it has a biological basis it calls for an internal method of attack.

Toxins, severe concussions, blows, exhaustions, and bodily diseases are definite factors affecting one's personality. Thomas Edison's deafness was caused by a hard blow on the ear. Can one be sure that the resultant deafness was not responsible for his life time spent as a semi-recluse, experimenting?

People display different personalities under different conditions, either internal or external. One could hardly be expected to be at one's best when suffering from severe headache, or when in the company of a person one dislikes heartily. One's personality is often changed by an operation, an emotion, troubled sleep, eye-strain, a long period of illness, stimulants or narcotics. Witness New Year's Eve.

Just as every one of our reactions is controlled by a general "drive" so every drive is balanced by a check; fear vs. reason or pride, anger vs. self-control, sex impulse vs. moral conventions. Only when we lose this "check balance" system, do we have an unwholesome personality.

We must first carefully appraise the kind of integration existing among the chief "drives" of personality. We must know people. Since one cannot live apart from his environment, one must be able to identify one's self with different places. One must have understanding and tolerance for others and realize that people differ from each other in degree only. People vary according to how well their inherited constitutions are organized or mobilized for total personality response. A well-organized integration of many archetypal structures with their primordial functions finds expression in a superior type of self-organization in man. Most men want to excel in a real way in one direction or another, be it no better plan than Jesse James' to be a superior outlaw. Each of us always feels inferior in the presence of the "bogey" of the person we would like to be.

"The soul that dwells within us is no single spiritual entity, making us personal and individual, created for our service and entering into us for our joy. It is something that has dwelt in fearful places, and in ancient sepulchres has made its abode. It is sick with many maladies, and has memories of curious sins." Man, in his individual development, repeats the history of the race. Man is seamless; unified growth indicates he is integrated. The orderliness of the integration is another matter.

His personality is well integrated when his habits, interests, aims, and personal interrelations are so well organized that they avoid loss of human energy.

What is meant by both ego and

personality involves all heredity, bodily and mental dispositions, both actual and potential, with which man is equipped at birth, plus the influence which race and ancestry contribute, plus modifications pressed on him by environment. The rational method of arriving at a well balanced personality is to develop the higher cultural qualities (of a controllable type), that are distinctive of man, are responsible for his progress, and that made him the adaptable master of his environment; and at the same time, to give due recognition to the primitive desires in a socially acceptable manner.

Each individual is totally different in the impression he makes on others; each is aware of himself at the center, that part of him that is different from others.

Biologically, personality is dependent on the glands, the nervous system, and the muscles. Personality is a product of these biological factors, their growth and their development in every individual. Characteristics must have time to grow, and they require stimuli to condition their development. Hereditary dispositions of bodily and mental structure, present at birth, are more or less definite and are recognized as instinctive personality dispositions. Permanent modification of such structures by any stimulus impinging upon them, is of greatest importance. As life proceeds, patterns may be combined and dispersed in various ways, so that new groupings occur of a more or less permanent nature, but it is these hereditary instinctive dispositions which give force and direction to all our behavior. Every personality is an emergent from a variety of components, (1) the nervous system and its parts, (2) the mental correlation of these patterns, and (3) the relation of these mental and physical correlates with the environment.

The chances of an individual being superior in all human traits are infinitesimal. No organism is perfectly adapted except a dead one!

ACROSS THE OFFICE DESK

The Hasty Note

JAMES N. EMERY

THERE'S a little difficulty for the principal to settle, and a conference in the office with two other parties present. Miss Rogers has sent home rather hurriedly what she is forced to admit in the light of calmer reflection is a tactless and ineffective note about Mary Sullivan. And Mrs. Sullivan, who has taken the note from the schoolroom in the worst possible way, has stormed up to the school with a chip on her shoulder.

It was a very simple matter—one that in a verbal conference probably could have been settled amicably by all parties to the difficulty. You can tell a parent things that are often unpleasant and shocking to his complacency, if you do it with a smile and keep your temper in his presence. But when these things are committed to writing, it is a different story.

In the first place, it is no easy matter to phrase a letter so that it will convey the message that the teacher wants to give, and still be tactful. Oftentimes things look very different when they are set down in black and white. They take on a brusqueness that you never intended. Moreover it is possible to derive a very different set of meanings from the same words, according to the expression with which you read them.

So, if you have occasion to write a letter to a pupil's home, take plenty of time to do it, and see that it is worded so as to avoid offending unnecessarily. If at all possible, lay it away for an hour or two and read it over again before you send it out, to see if it is just what you want to say, and the way you want to say it.

The hastily written note is the cause of a great deal of trouble. In fact, it is usually advisable merely to ask the parent to come up to the building and talk things over with you. You can usually talk things over in a fairly friendly fashion, for a time, anyway. But the bald written statement that the parent reads over, re-reads, takes from another angle—only to come up fighting mad—is a potential trouble-maker. And that's putting it rather mildly.

The average parent is naturally very touchy about any desparaging reference to the mental ability of his child. It is only human nature. Hence it is an unsafe practice to write an unfavorable criticism and send it home. It is a sure-fire storm-signal.

This by no means implies that the teacher shouldn't write notes home, or keep in touch with the parents. But she shouldn't overdo it, and she should be tactful as to what she does say. If she has a good command of the English language, here is where she has an opportunity to shine. And if she lacks the ability to express herself clearly and tactfully, she can bring on trouble in which she involves not only herself, but the school as well, and its administrative head.

She shouldn't make threats as too many impulsive teachers do, and she should be sure of her ground about Johnny — for after

all, it's Johnny's father or mother that she's dealing with, and it's only human nature for them to side with Johnny down underneath, no matter how readily they promise to "back up the teacher."

For her own protection, the teacher should keep a copy of every note sent home, so that in the case of question, argument or difficulty, she knows and can prove just what she said. It isn't often possible for the classroom teacher to keep a carbon copy of her notes, as the principal's office or almost any business office does. But she should keep at least a rough draft.

Most school troubles between parents and teachers come about from a lack of tolerance, understanding or common sense on the part of one or the other—sometimes both.

▼

So, before you write a letter home, think just what you are going to say, and how it will sound. You'll save yourself many a headache.

CHOOSING COLORS FOR THE SCHOOL

S. C. OLIN
Glidden Company
Cleveland, Ohio

ALL SCHOOLS are painted at one time or another. Management is derelict in its duty unless some thought is given to color choice. It costs no more to paint a school in cheerful, correct colors than it does to paint it in drab and dingy "schoolhouse tans."

For class and activity rooms, the most important factor to remember is to be sure that ceilings reflect the maximum amount of light and that the walls are painted in soft colors that will provide a pleasant, unobtrusive background.

Schoolhouse ceilings should be painted in white or light bone white, with an egg shell or matt finish. This will allow dispersion of reflected light, natural or artificial, in a properly diffused manner, thus avoiding glare and eye strain. When it is not desirable to paint the whole ceiling white, as in the case of a small office, a large circle of eggshell or light bone white may be applied immediately above and surrounding the light fixtures.

Blackboards, whose black color absorbs the light, are the greatest offenders of proper light reflection. Consequently, the areas surrounding them should be bright and cheerful, yet non-glaring. In basement classrooms, or wherever blackboards cover walls opposite windows, it is advisable to install light colored shades that may be pulled down over the boards when they are not in use.

In regard to color psychology, science has found that age and sex determine reactions to color. Men tend to prefer blues, red and purple in the order mentioned, while women's first choice is red. It is useful to remember this when selecting colors for teachers' rooms. Children of grammar school age indicate a preference for blue over red, with yellow running a strong third. Black makes some appeal. However, the natural instinct leans toward primary or brilliant colors, which as a rule should be used most in the decorating schemes of rooms for children. As children develop, their color appreciation changes, with greater preference for subdued colors. This is noticeable in high school age groups.

A third factor in color selection is exposure. Strong exterior light will cause walls and ceilings to reflect their colors back into a room. Therefore, it is unwise to use large areas of warm, intense colors in a room with much sunlight. Rooms having northern exposure receive little or no direct sunlight, so that reflected light from the walls will be of a cool quality. These rooms need warm colors, like light canary, dusty rose, peach, cherry or rose beige. Southern exposures lend themselves to light and airy tones of cool colors, such as green, light blue, green-yellow, blue-green, silver, light orchid, etc. Light grays and silver grays can also be used where a neutral color is desired, with bright, harmonious furnishings. Although the east side of a school receives the early morning sunlight, this light is not considered a warm light as is that of western exposed rooms. Sun rays from the east are hard, and give a harsh look to colors. It is therefore advisable to paint rooms with eastern exposures in the neutral color scope, using light gray, ivory, cream, buff or gray tan. Certain warm colors of the type used in rooms with northern exposure can also be used, especially where the windows facing east are small. Western light is generally warmest of any section of the compass, particularly during the afternoon. Western rooms can use colors on the cool range of the spectrum, bearing in mind that wall and ceiling colors must be kept soft so that the reflection will not be too startling and will not throw too great a color change into the room. In a room of uncertain exposure where western light conflicts, say with eastern light, neutral colors are desirable.

The subtle balance of color relations in a planned, color-right, sight perfection school assures visual acuity and a pleasing environment. The ideal school from the standpoint of harmony and good cheer is a goal within the reach of every community where a paint job is being planned. Why not give your school the added advantage of color?

SOME MARKS OF A GOOD TEACHER

MARY LOUISE CURTISS
ADELAIDE B. CURTIS

CONSCIOUSNESS of the invaluable historical role a teacher plays, love of fellowmen and of knowledge—these are prime attributes for one planning to teach. For the successful teacher they come first, even before necessary academic training in an accredited institution, and they give such preparation significance and aim.

The following summary of personal qualifications demanded by the teaching situation, might convince one at hasty glance that a teacher must be a cross between Peter Pan and one of the more illustrious saints. Closer study reveals, however, that what is asked, is asked of any earthling desiring to live fully and to serve effectively. At all times a teacher may not be all these to all students, but to succeed even once in patience or cheerfulness, for instance, many a student will say is worth the try.

A teacher of youth should possess enthusiasm. Twin to love of knowledge, it implies belief in the goodness of man, knowledge of the purpose of life, and understanding of the power of teaching. According to the ancient Greeks, to have enthusiasm is to be inspired by the gods. According to the Christians, it is to be like Christ, like the Great Teacher Himself, for His enthusiasm was the most outstanding man has ever been privileged to see.

A sense of humor is also important. Laugh at one's own mistakes, see the comical side of a difficult situation, help a disconsolate youth make a joke of disappointment, and suddenly the day is shorter and the burdens lighter for all.

Tact is a "must" for the teacher as well as the diplomat. Angering a parent by failing to consider his viewpoint even though it be one-sided, or treading on a pupil's spiritual corns by laughing at his ideas awkwardly and sometimes obnoxiously expressed, can break the most promising, the most brilliant teacher.

Self-control at any time is a compliment to the possessor. But for a teacher it is more than that. It is a sword and a shield. For instance, children are lovable creatures, irresistible with their candor and charming ways. But they are also human. Let them detect a dent in self-control, and days of peace are numbered. To preach self-control, furthermore, after one has displayed enough unbridled emotion to chill a stoic's heart, is mockery indeed.

If openmindedness is to be taught convincingly in the schools, it must be understood and practiced by the teachers. They must be avid readers, eager for new ideas, new knowledge. They must keep informed of the latest movements, thought, and improved methods of their profession; they must be willing to trade old learning and teaching habits, no matter how comfortable, for the new. The openminded teacher is always the student.

Breadth of interest is essential. If teachers are really to serve youth, they must be aware of civic needs and work to satisfy them. And they must have friends, countless friends. Teachers, trapped by a narrow and lonely little world, will hardly make for social and emotional adjustment in the classroom. But it takes more than a civic interest and friends to make teachers alive and stimulating. There must be an active appreciation of religion, travel, and many another realm of interest if they are to be as any group of men and women attracting and succeeding in a chosen field of endeavor.

And teachers must be responsible. Responsible for excellence in themselves, students, school, and profession. Teachers must strive to improve within reason their own situation spiritually, materially, and financially, and the situation of their fellow workers.

Successful teachers of youth usually possess what might be called the four "goods." They have good appearance because they know unfavorable first impressions have doomed many relationships; because they respect a youth's aesthetic sense and would no more ask him to look at themselves shabbily and unattractively dressed, than they would assign him to study a blank cement wall five days out of every week.

Since good health is the requisite for continual good appearance and effective performance of energy-demanding work, they obey the rules of health and improve their physical welfare in every sensible way.

In many careers and professions, good voice is not important, but for successful teachers it is a most powerful means of success. They speak confidently with clear enunciation and well-modulated pitch and volume, effecting a charm not unlike that of the Pied Piper of old. And because worry, sorrow, and all other distressing emotions tend to make even the well-trained voice, flat and colorless, they leave

them in the cloakroom at the beginning of each new day.

Good character is desirable for any state of life, but for successful teachers it is as vital as necessary certification. When they exhort youth to be honest, pure of heart, loyal, they know whereof they speak for in their own lives these qualities are paramount. There is a ring of authority in their teaching and their charges are quick to sense it. Successful teachers have good characters because their is the solemn realization that the many intrusted to their care are walking in their footsteps, are looking to them for their model. Theirs is the sure belief that if they slip far from the pedestal, they not only fail the youth of this generation but youth for generations to come.

The chief duty of teachers is to prepare adequate and accepted information and to present it through adequate and accepted means. To insure learning, they first analyze the characters and abilities of their pupils and formulate their objectives accordingly. Regardless of plan or method, they judge achievement by subsequent growth, development, maturity, and enjoyment.

Successful teachers have more than the prime attributes, good personal qualifications, and knowledge of teaching techniques, however. They have intelligent attitudes as well. Toward democracy, for instance. They see the democratic way not as something remote from their world, to be practiced at the polls or by writing to congressmen. They apply it in their own classrooms by giving their best to all students at all times, regardless of social or financial status, creed, color, and physical or mental abilities.

They have an intelligent attitude toward the students themselves. In each they see capabilities and through sympathetic and friendly interest they help each to find himself. They believe in the creative ability of all students and look deep into their lives and the lives of their parents if need be, until the search is rewarded.

They have an intelligent attitude toward discipline. They lead their students gently to the necessary rules of conduct and remember that to the spirited colt, even a halter can be intolerable. A "Casa Giocosa" is their aim, not a house of correction with students like Shakespeare's characterization of the schoolboy, "creeping like snail unwillingly to school."

Consciousness of the invaluable historical role a teacher plays, love of fellowmen and of knowledge, desirable personal qualifications, knowledge of teaching techniques, intelligent attitudes—these help to make successful teachers. These help to make the teachers of whom the world will say, as Browning did of his chacter, Kate: "The weak and the gentle, the ribald and the rude, she took as she found them, and did them all good."

It Seems to Me

BYRON C. KIRBY
Director, Elementary Curriculum
South Bend, Indiana

Every School Should Have a Council

The school council is an important educational device. Perhaps there is no more effective means for training the students to think soundly, for teaching them to express themselves clearly, to respect the opinions of others and to think and plan cooperatively.

I have outlined our plan at Oliver School before, but to save you the trouble of looking through stacks of literature, here it is in a nutshell. Somehow, I don't like references and footnotes unless they contain snappy stories.

The plan: (1) Each room from the 3B to 9A inclusive elects its president and its secretary. That makes each room a local council.

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(2) The presidents of all the rooms together form the SCHOOL COUNCIL. (3) The SCHOOL COUNCIL has its president and its secretary. (4) The SCHOOL COUNCIL, sponsored by the principal, meets every two weeks. (5) Recommendations may originate in the local councils and be brought to the SCHOOL COUNCIL for discussion or vice versa. (6) After thorough study the SCHOOL COUNCIL takes final action. (7) All councils adhere to the following order of business: (a) call to order; (b) minutes of the last meeting; (c) old business; (d) new business; (e) motion for adjournment. (8) The duty of the sponsor is to keep the meeting moving; and to guide the thinking along logical lines. (9) The school council is divided into two sections: (a) grades 3 to 6 compose the elementary council; and (b) grades 7 to 9, secondary.

Last year our secondary council was responsible for five challenging projects. Here are two of them. (1) At the first meeting in the fall one of the members suggested that the Oliver School should have a flower show. Another countered with the idea that such a project wouldn't be very successful since it was not announced in the spring, thereby giving everyone an opportunity to raise bigger and better flowers. So it went—but in the end the group voted to have an exhibit, the room in which to have it, to give prizes, and the arrangement of the tables. Further, the council secured the judges.

(2) The group decided to give an assembly. Committees appointed by the president chose two short plays, selected the casts, planned the stage setting, supervised the rehearsals and did everything in connection with the project. At the first rehearsal one of the boys became a little too noisy. The student in charge said, "You can't do that way at the assembly and I'm sure we'd all appreciate it if you would behave now." The young man got the idea.

Each of these projects was an outstanding success. However, it is important that training of this type begin early, that it be consistent, that the sponsor keep the "play" within bounds, but, at the same time allow as much freedom as possible, and that the teachers manage the local councils with skill and tact.

This type of work is filled with possibilities — let's explore them, evaluate them and give this council a try-out. No activity is more important.

ORIENTING THE NEW TEACHER

PHYLLIS EDWARDS
Principal, Lincoln School
Easton, Pennsylvania

IT WAS a week before the opening of school. Dr. Scott, supervising principal of Wilson Township School, looked across his desk at a brand new teacher. Attractive Miss Robins, just out of teachers' college, had accepted her first position as sixth grade teacher.

Dr. Scott had noted with approval Miss Robins' early arrival in town. He had seen too many beginning teachers make the mistake of appearing for duty at 8:30 on the first morning of school, expecting to have everything running smoothly not later than noon. Here was one new teacher who had already secured living quarters and who had come to him to learn more about the job ahead of her.

"I hope you don't think teaching is an easy job," he began, "—because it isn't. It needs a strong pull and a pull all together. School situations involve working in close harmony. If I were to choose, I'd probably pick cooperation as the first law of succesful teaching."

"Cooperation in what way?" Miss Robins asked.

"Well, for example, we have a teacher in our building who has taught here for twenty-five years. She's definitely a capable teacher but of the old school. You're fresh from college and naturally have newer ideas. Still you can learn from her tried-and-tested ways—as she could learn from your modern techniques. We've had teachers who antagonize her and made themselves miserable as a result of thinking of her methods as antique and inferior. Remember, Miss Robins, all is not bad in teaching that's old. Neither are all the new approaches the best ones. Teaching demands that we keep open flexible minds. If we do, we shall learn from every teacher in the building."

"I can certainly see your point," she said. "But there's something I've been wanting to ask you. What about my teaching load?"

"A sensible question. I believe every beginning teacher should have as light a burden as possible until she gets the 'feel' of her work. That's why I've given you one of the smaller classes. Then, too, I won't load you up with committee work this term. Perhaps you can assist the teacher who is Girl Scout leader, but I don't advise giving too much time to the extracurricular."

"Yes, I expect learning how to teach will keep me busy. But suppose I run into difficulties. Is there any time I can consult with you?"

"For the first few weeks, I'll be

glad to give you the period when the music supervisor is in charge of your class."

Miss Robins looked relieved. Then she leaned forward in her chair. "Another thing that worries me is discipline," she confessed. "My friends tell me sixth graders are pretty hard to control."

"There's no royal road to being a good disciplinarian," the principal told her, "but in general, I might say, keep your sense of humor. Some teachers are too serious, too inclined to think the world resolves on their frail shoulders. You'll find that discipline seasoned with a liberal dash of humor is easy to get across."

"Do you mean that I shouldn't try to act like a drill sergeant?" Miss Robins inquired.

"Exactly. Let your pupils be as natural as possible in new situations. Help them think things out for themselves. They can enter the classroom in an orderly way without lining up like prisoners."

Miss Robins looked puzzled. "I'm not sure I know what you mean by 'natural'."

"Well, it's natural for sixth graders to talk to their classmates at lunch. It's also natural to seek help from others. Your professors meant the same thing when they spoke of setting up lifelike situations in the classroom. Artificiality always breeds discipline problems."

Dr. Scott reached toward a neat pile of papers on his desk and handed her a mimeographed bulletin. "This pamphlet will help you with local school regulations," he said. "It tells about teachers meetings, the school calendar, provisions for recess, and so on. If you look it over thoroughly, you'll be a step ahead when school opens."

Miss Robins thanked him and tucked the pamphlet in her purse. Then she turned to him and began hesitantly, "Frankly, Dr. Scott, I'm a little worried about being supervised. I can't help remembering how upset my teachers were when the superintendent visited our school."

"I wouldn't worry about that," the principal advised. "In the first place, the superintendent in this county mainly visits the schools that have no principals. Besides, I'm sure you'd feel quite at home with him, if he were to drop in later in the term."

"While we're on the subject," he added, "let me give you my philosophy of supervision. In my opinion, it's downright rude for a supervisor to visit a class for the sake of snooping around to find fault. I'll visit you early in the term—say in two weeks—when you will have had a chance to become acclimated, but first I'll make an appointment for a time that suits you. I will come with this one idea—to help you if you wish it. I don't know all the answers, but I'm willing to try, with you, to work out solutions for the problems that are bound to arise. Later, visits will be made and conferences held according to the amount of supervision you feel you can profitably use."

"I like *that* philosophy," she smiled. "Now the only thing I dread is the first morning."

"Oh, that won't be so bad. I'll be on hand to introduce you to your pupils and set the stage for you. Since you're the only new teacher this year, I can help you and your pupils get acquainted."

"That will be a real help, Dr. Scott. There's just one more thing I'd like to ask you. Are you willing to let your teachers experiment with new ideas?"

"Of course. I'm sure you have already thought of activities you would like to try. Go ahead and experiment. Even if I don't agree with an idea, I won't smother it. You and I are still students; we must never cease to be. The fourth grade teacher has done some creative work in getting her pupils to write poetry. She'll be glad to give you a start in that and other projects, I'm sure. Actually, my teachers are better able to help you on such problems than I am. And don't forget you can learn

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from your pupils too. Those boys probably can build better model airplanes than you can; your girls may outdo you in designing clothes for paper dolls."

Miss Robins rose. "Thank you so much for your help, Dr. Scott. I see now what you mean by pulling together."

GIVE US A WORTHWHILE STATUS

MYRTLE MANN GILLETT

WE HEAR these days endless words about improving teachers and their work; we read "learned" discourses about what teachers lack and should be taught. Teachers are urged to "give more of themselves" to the children and to the community. With a kind of "holier-than-thou" earnestness and a pontifical flow of rhetoric, well-meaning administrators, all over the country, are urging teachers not to mind their poor salaries, and to think only of what they can give. Teachers are told to stick to their jobs, whether or not it is difficult, whether or not they and their own children eat and have an adequate home.

Now, please, don't you think it's time somebody went to bat for the teacher and listed all the things she could be given, not only in theory but in fact?

Let us think a moment: there are some things which are very important. First, academic freedom. Public School teachers are people; teachers have brains, common-sense, and education as good as their executives have — sometimes better for teaching. Limitations to freedom are necessary as in life, but when these are established, the teachers should not be subjected to the endless interference which, in the name of supervision, is now practiced in many school districts, in large and "progressive" communities too. Second, social freedom. No restrictions should ever be tolerated which are not recognized as good usage for every one in the local society. Teachers are citizens with rights as well as duties.

Teachers need tenure: there should be a sufficient degree of economic security to make people able to afford to teach. Today, even where there are tenure laws, teachers are not always secure, for they can be persecuted by transfers, by oppressive supervision, by hateful executives, to a point where tenure is impossible except to possessors of iron nerves.

Academic freedom is possible and tenure is effective only if teachers are chosen for their abilities— (and not because they have passed enough courses to get a certificate) — by "authorities" with abilities equal to their task. Before teachers will be contented in their jobs, the administrative or executive forces must be improved enough to be worth the differential between their salaries and the salaries of the teachers. Too few administrators, with salaries 8 to 10 times that of teachers, enjoy the teachers' respect for their teaching leadership. Administration perhaps, but teaching rarely. Perhaps the dissatisfaction the teachers feel in their executives is unavoidable, since good fortune in money often ruins some fine men and women, and perhaps the same is true of elevation to high position. Teachers expect the same degree of excellence, as is required from them, multiplied by ten in the executive.

Public schools need a classless organization, with every brain counting Too many school districts still have a dictatorship— usually well-meant — by the few over the many and we lose the value of the brains of the many. It is bad for the schools, for the children, for the teachers and for the administrators, if the teachers who are advanced are the docile, the followers, the parrots, the people who do not think, or who hide the fact that they can think.

Another so-called advantage for teachers, the retirement payments, is not what it seems. Even where the various forms of retirement exist, they are often entirely inadequate. For example, in districts where no credit is given for previous service in other states or communities, teachers with limited service retire with too little income to pay their room-rent. In even a large city a teacher could retire with $40 or $50 a month, because her term of teaching was short, and one with 25 years of service with less than $75. And yet, a teacher with experience in 3 or 4 places has certainly a broader viewpoint and greater knowledge of people than those whose entire 40 years of teaching were spent in one city.

A second difficulty concerns the recent lowering of retirement age. Forced retirement, promised originally as 70 years, has cut down the earning years, also therefore the size of the retirement allowance. A teacher, with many family obligations, after planning for 8 or 10 years more of teaching, is suddenly forced, in a world of high prices, to live in her old age on a very meager income. Teaching no longer offers economic security. Pay is too low to allow teachers to save much, the small retirement is inadequate, and the earning period had been reduced.

Teachers love their work, heart

and soul, but should their devotion be used as the excuse to impose upon them? Teachers rarely complain, except among themselves; should they therefore be downtrodden and neglected? Teachers rarely refuse extra duties, but should they for that reason be asked to accept more and more until they have no time of their own for study of their own choosing and recreation to keep them fit?

Teachers feed and clothe, without fuss or publicity, the needy in their classes; should they then be thought rich enough to need money in the same degree as janitors and plumbers? Because teachers "serve" the public, should they be treated as public property without personal rights?

Teachers do not ask much, and in their modesty and earnestness they make the best of a bad business, overlook the drawbacks and, as consolation, remember the children whose future depends so much upon the education which they, as teachers, can give them. Is it honest and fair for the public and the public's administrators to take so much without due payment in money or in thoughtfulness?

ARMSTRONG'S ANECDOTES

DAVID T. ARMSTRONG

George Bernard Shaw attended a prevue of the screen version of PYGMALION and signed autographs good-naturedly. He was even, without difficulty, persuaded to appear on the stage at the end of the showing. Somebody in the gallery cried, "Boo!" Shaw waved up at him and said, "My friend, I quite agree with you, but what are we two against so many?"

▼

Some years ago now Alfred Lunt, who was then living in a small town in the West, received a telegram from a famous Broadway producer asking what his fee would be to take the lead in a forthcoming play. Lunt wired back that he would take the important part for $200 a week.

The reply telegram was puzzling and Lunt lingered at the telegraph office for a minute trying to figure out, "One hundred fifty satisfactory. The part is yours."

The chuckle of the station master and the following remark put a quick end to his perplexity, if not to his wrath, "Well, I see you got the job. I thought it was foolish to ask for so much, so I just changed the telegram for you."

▼

Oliver Wendell Holmes, the poet, was as you may recall rather small of stature. Once when he attended a meeting he was found in a group of tall men which made his diminutive size all the more conspicious. One of them somewhat waggishly remarked, "Well, Dr. Holmes, I think you must feel rather small among all these Brobdingnagians."

The genial man answered, "I do." Then he continued, "I feel like a dime among a lot of pennies."

▼

William S. Gilbert, one half of the famous Gilbert and Sullivan light opera team, was being taken to task for using the word *coyful* in one of his librettos.

"Have you ever heard of anything being full of coy?" asked the reproving critic.

"No," replied Gilbert, "but never did I hear of anyone's being full of bash either."

▼

In spite of his expressed dislike for actors (inspired probably by his envy of the success of David Garrick) Dr. Samuel Johnson persuaded himself to treat Mrs. Sarah Siddons with great politeness when she called on him at Bolt Court. When a servant was slow in providing the beautiful guest with a chair, somewhat to her annoyance and chagrin, the good doctor charmed her by observing, "You see, madam, wherever you go there is hardly a seat to be obtained."

▼

There are innumerable examples of the skill of John Barrymore in quelling difficult audiences. One

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of the best of these is told by Gene Fowler in *Good Night Sweet Prince* about an occasion when Barrymore was on the road with *Richard III.*

The clank of his armor, or perhaps that famous line—the half mad cry, "A horse! My kingdom for a horse!"—either or both may have been responsible for a tippler in the balcony letting go with an unusually loud Falstaffian guffaw. In a moment the trouble maker became the target for that Barrymore rapier-like wit. Pointing his sword at the boor, he extemporized "Make haste, and saddle yonder braying ass!" Part of the gem of this line lies in the fact that it is in excellent iambic pentameter.

▼

At the conclusion of a meeting in a midwestern city a charming gray haired little lady noticed Alexander Woollcott standing alone in the lobby. Impulsively she went up to him to tell him how much she had enjoyed the lecture. "And," added the lady who admits being over 70, "I was encouraged to speak to you because I heard you say that you love old ladies."

"I do, I do," replied Woollcott, "but I also like them your age."

▼

One evening Anthony Eden attended a performance of "Harriet." The manager came backstage between the acts to ask Helen Hayes, "If he happens to mention it, shall I bring him back so that you can meet him?"

She thought it over wishfully, wistfully, then shook her head. "No," she decided, "he paid for his ticket just the same as anyone else. He has a right to his privacy."

▼

THOMAS JEFFERSON'S DECALOGUE

1. Never put off till tomorrow what you can do today
2. Never trouble another for what you can do yourself
3. Never spend your money before you have it
4. Never buy what you do not want because it is cheap; it will be dear to you.
5. Pride costs us more than hunger, thirst, and cold.
6. We never repent of having eaten too little
7. Nothing is troublesome that we do willingly
8. Let us remember how much pain have cost us the evils that have never happened
9. Take things always by their smooth handle
10. When angry, count ten before you speak; if very angry, a hundred.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Guidance Implies Friendly Relations

Know your pupils. This is the first and greatest commandment to be made by a guidance counselor, and the second is like unto it: Let your pupils know you. On these two commandments hang almost all the hope and the profit of a guidance program.

One of the most important things in teacher-pupil relations is mutual respect based on understanding. There can be no clear understanding between teacher and pupil unless the teacher honestly tries to get the point of view of the girl or boy. Every good teacher puts himself or herself in the place of the pupils when helping them to solve their problems. These things are even more important in counselor—pupil relations.

Guidance is a subject about which a large number of articles have been written. In fact, so many things and such conflicting things have been written about Guidance that the uninitiated would find it difficult to obtain reliable and uncontradictory information on what a guidance program should be and how it should be administered. Montaigne said, "What can we do with those people who will not believe anything unless it is in print?" Montaigne might have said, "What can we do with those people who believe anything they see in print?"

The purpose of Guidance is to guide pupils to attain the greatest possible amount of worthwhile successful experience; to help them lay a foundation for successful future experience; to prevent harmful experience; and to advise and assist them in solving their individual problems, both school problems and personal problems. In order to accomplish this purpose the guidance counselor must establish and maintain friendly relations with the students on group and individual bases. Certainly a counselor must become as well acquainted as possible with the students in the group for which she or he is to act as counselor. One way to accomplish this is through meetings, on school time, with the whole group. The first such meetings, at the beginning of the school year, should be explanatory and discussion meetings at which the students are encouraged to ask questions and to give their own ideas on the guidance program.

Every high school regardless of size should have a Dean of Girls as part of the guidance set up. This is so even if the Dean of Girls must be a classroom teacher.

The work of the guidance counselors should be connected with and a part of the total guidance program of the school including the office of the Director of Guidance and the Dean of Girls, in those schools in which there is a Director of Guidance. It is axiomatic that there should be a Director of Guidance in any high school of 500 or more students.

The News Digest

OF EDUCATION IN ACTION

PTA Gets After Juvenile Delinquency

ARLINGTON, VA.—Mass assault on juvenile delinquency is being planned by the National Congress of Parents and Teachers. Mrs. L. V. Hughes, president, recently sent out a message to the 4,000,000 members of the association, urging that they work together "against such common enemies as unwholesome place of recreation, inadequate health services, and lack of activities to interest maturing minds."

Mrs. Hughes placed the responsibility for juvenile protection on the home. She asked that adults weigh the treatment of delinquents at the hands of the law, the environments in which they are kept until their cases are heard, and the success or failure of detention homes in re-educating offenders.

Haven't Time to Teach So Many Subjects

PHILADELPHIA, PA.—Public demand for the teaching of many new subjects has caused serious educational problems, Sister M. Jerome, supervisor of Villa Maria School of Erie, Pennsylvania, stated recently at the annual meeting of the Pennsylvania Catholic Education Association.

Sister Jerome said schools had enriched their programs but had failed to shorten them. The addition of many new subjects, she said, has made it "impossible to divide weekly schedules so as to include them all or still feel fundamentally that the children are being better trained." She pointed out that the overcrowded curriculum is threatening the objective of training students to become well-rounded, well-integrated human beings.

Wyoming Teachers Set Up Standards

CASPAR, WYOMING.—The Wyoming Education Association went on record as favoring legislation setting $2,400 as the minimum annual salary for teachers with four-year training.

N. E. A. Committee Favors Higher Salaries, No Strikes

WASHINGTON, D. C.—The Ethics Committee of the National Education Association has issued the following statement concerning teacher strikes:

"The N.E.A. Ethics Committee recommends a cost of living adjustment in teachers' salaries. It reaffirms its position regarding the sanctity of teachers' salaries. The Ethics Committee does not endorse breaking contracts by striking. However, the Ethics Committee warns that immediate consideration must be given to upward salary adjustments in countless communities in order to avert a wholesale withdrawal of trained teachers from the profession.

"The N.E.A. Code of Ethics for Teachers provides that 'a contract once signed should be faithfully adhered to until it is dissolved by mutual consent' (Article III, Section A), but it also provides that 'teachers should insist upon a salary schedule commensurate with the social demands made upon it' (Article III, Section 5).

"With several hundred teachers on strike at the present and several thousand pupils out of classrooms because of strikes in school systems over the nation, the Ethics Committee expresses deep concern over the outlook for education as living costs skyrocket and as the antiquated school tax structures collapse."

The committee, headed by Dr. Virgil M. Rogers, superintendent of schools, Battle Creek, Mich., urged administrators and local and state leaders to bring to the attention of their communities, school boards and legislatures the gravity of the situation and the distressing implications for American democracy.

The proposal was contained in a series of recommendations adopted during the annual delegate assembly of the association. It was also recommended that the legislature increase the equalization fund and general aid to public schools to $200,000 to offset increases in salaries and school expenses.

The association favored increased emphasis on health and safety instruction, giving of tuberculosis tests to each student every four years, and supplying more information to teachers about retirement programs.

Baltimore Budget Plays Dirty Trick

BALTIMORE, MARYLAND.—Soap and towels are not to be found in a majority of the public school washrooms here, John W. Lewis, assistant superintendent of education in charge of business administration, recently revealed. The primary cause is an insufficiency of maintenance funds available for the end of the year.

The city's 150 principals have been advised that no requisitions for building repairs, supplies or equipment can be honored in 1946, unless an emergency exists.

The installation of towel and soap dispensers, interrupted by war shortages, cannot be resumed unless a cut of $300,000 in the 1947 school budget is restored by the Board of Estimates.

Teachers Asked to Recruit Teachers

FRAMINGHAM, MASS.—John J. Desmond, Massachusetts Commissioner of Education, focused public attention on the seriousness of the teacher shortage when, in a speech here, he asked that teachers became agents to recruit new members of the profession.

Campaigning for teachers to fill existing vacancies, Mr. Desmond warned

Oldest Girls' School Leans To "General Education"

TROY, NEW YORK.—Emma Willard School, the oldest girls' preparatory school in the country, recently issued a preliminary report, calling for sweeping curriculum changes. The report, based on a four-year study, leans toward the philosophy recommended by Harvard's "General Education in a Free Society."

The new Willard plan recommends that one half the student's time in grades 10, 11, and 12 be devoted to English, social studies, fine arts, religion, speech, and survey courses in mathematics and science. These "essential studies" will be carefully correlated, and both natural science and mathematics will be taught as general rather than specific subjects. The remainder of the student's time may be spent on electives in such fields as languages, art, science or mathematics.

Although the plan is designed for girls who are preparing for college, while Harvard's recommendations were for all at the high school level, the reporting committee does not anticipate difficulties with college admission offices. Committee members noted a general tendency among colleges to place student potentialities above classroom grades as part of a trend toward more liberal entrance requirements.

Begun at the suggestion of Miss Anne Wellington, Emma Willard's headmistress, the study aimed at a program for "effective living in a democratic society." The committee found the teen-age girl, though, "unexpectedly serious" about world problems, "in part the product of the automobile, the movies, the comics, and the radio."

"While we would still make scholarship and sound learning and love of books our aim", the committee declared, "the approach for the modern girl must be made from other angles."

It is estimated that another year of study will be required before all the details of the plan can be worked out and the report made available for publication.

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that the time has come to consider asking for state and federal contributions to suppliment local salary schedules. This, he said, is necessary to attract men and women to educational work.

Iowans Dubbed "Eighth Graders"

DES MOINES, IOWA. — Dr. Laura Nones, candidate for state superintendent of public instruction, recently termed Iowa "a state of eighth graders."

"It is time Iowa recognizes the criticalness of the school financing situation and gives schools a definite place in the state budget", Dr. Nones continued in a radio address.

Iowa, "one of the richest states in the union, pays from the state coffers the least" of any state for school aid, Dr. Nones said, setting the figure at 1.4 percent.

Pupils Shiver In Heatless Schools

LONDON, ENGLAND.—In an effort to save coal, London's council schools, the English equivalent of the American public schools, were ordered recently not to light fires unless the classroom temperature fell below 50°.

A London county council director said that students should be encouraged to wear their heaviest clothing, and as a further precaution, that they should be given calisthenics hourly.

1946-'47 List on "Reading for Democracy"

CHICAGO, ILLINOIS.—The 1946-'47 edition of "Reading for Democracy, Books for Young Americans," is now available to schools. This year's list, originated by the local office of the National Conference of Christians and Jews, contains a forward by Mrs. Eleanor Roosevelt.

Copies may be secured by writing to N. C. C. J., Suite 918, 203 North Wabash, Chicago 1. For more than 10 copies, enclose postage.

Students Chart Course To Planet Venus

LOS ANGELES, CAL. — Dr. Samuel Herrick of the University of California is this country's first instructor in the art of rocket navigation. The ten juniors and seniors enrolled in his astronomy course are learning the difficult calculations involved in plotting rocket ship courses through interstellar space.

Dr. Herrick estimates that a round trip to Venus, with little time for a stop-over, would take two years. He is confident that within a few years earthmen may be rocket-shipping to the moon.

World Scholars Offer Institute on Democracy

NEW YORK.—A new institute sponsored by an international body of scholars to study the relation between education and democracy has been organized at Teachers College, Columbia University.

The Institute of Studies of Comparative Government and Education, as the center will be known, is under the executive directorship of Professor Boris Mirkine - Guetzevitch, French scholar, dean of the Faculty of Law and Political Science of l'Ecole des Hautes Etudes and visiting professor at Teachers College.

First hand information on the present and future aims of the U.N. will be presented by scholars and high-ranking officials in the Wednesday evening lecture series. Among the speakers will be three U.N. Assistant Secretary Generals, Adrian Pelt, Henri Laugier and Benjamin Cohen, plus the directors of the various divisions, who will explain the structure, functions and philosophy of the United Nations.

Speech Course Grabs Fifth of Wellesley Girls

WELLESLEY, MASS. — Quick to explain that it not trying to equip every student with a broad "Harvard 'A' ", Wellesley College is trying out a new clinic to provide special instruction for students needing speech correction.

Approximately 20 per cent of this fall's freshmen are now enrolled in the clinic, on the basis of a test given at the beginning of the term. This information also disposes of the rumor that every student with a regional accent was automatically assigned to the course.

Brown University Has Novel Research Plan

PROVIDENCE, R. I. — Research contracts for industries and government agencies are being handled by Brown University's new Graduate Division of Applied Mathematics, the only graduate division of its type in the country. The purpose of the new division is to bring together graduate students in engineering, physics and mathematics and teach them to speak and understand one another's language.

Endowed with liberal fellowship funds by the Rockefeller Foundation through the academic year 1950-51, the division is working on projects ranging from high-speed aerodynamics to electronics. Each student works on a specific phase of the project and the work is coordinated in conference groups which meet with the professor.

Texas High Teaches Latin-American Vets

SAN ANTONIO, TEXAS.—An experimental class, designed to meet the problems of Latin-American veterans, has just passed its first anniversary. Arranged by VA and San Antonio Technical High School, the class offers ex-G.I.'s first and second grade subjects to qualify them for on-the-job training that would otherwise be beyond their reach.

During the past year, 150 veterans have received basic instruction in English, mathematics and other tool subjects. Some "graduates" have already reached job objectives paying $200 a month.

As a result of requests for help from Mexican American veterans, George McLean, VA's chief of vocational rehabilitation and education, decided a year ago with C. E. Troutz, principal of vocational education at Technical High, to form the special class. The high school furnished the space. Textbooks, in the form of newspapers and pamphlets were given by the Immigration and Naturalization Service of the Department of Justice.

Dr. Case Stresses Need For Intellectual Freedom

WASHINGTON, PA.—James H. Case, Jr., new president of Washington and Jefferson College, sets a high value on W. and J.'s tradition as a small college for men of widely varied interests.

In his inauguration speech Dr. Case said: "I should no more welcome political or religious unanimity as the distinguishing mark of the Washington and Jefferson graduate than I should a particular cut of his hair or his clothes. We prize freedom here—political freedom, religious freedom and, most of all, intellectual freedom."

He went on: "The members of our faculty are not salesmen of Americanism, religion, Republicanism, or anything else. They are teachers who believe that the unexamined life is not worth living and that there is nothing which is properly exempted from the most rigorous examination man is capable of making."

Foundation Asks Merger Of Testing Bureaus

NEW YORK, N. Y.—The Carnegie Foundation for the Advancement of Teaching is engaged in a search for better means of testing the nation's students. A preliminary report submitted to the Foundation by a special committee of college presidents and other educators recommended that a joint commission on testing be formed by merging the four non-profit agencies now operating on a national scale to examine students at every level. These agencies include the College Entrance Examination Board, The Cooperative Test Service of the American Council on Education, the Educational Records Bureau and the Graduate Record Office.

The report points out that "testing is still in its infancy. Tests of one's knowledge, however accurate, throw no light on one's sense of values.

"Education must be more and more concerned with values as well as with knowledge. As means of measuring results are refined, the goals and purposes of education become clearer. In the light of these facts it is clear that tests and measurements should occupy a position of central importance in future educational planning."

The preliminary report of the committee submitted an 11-point program of suggestions for the establishment of the commission, recommending that 80 percent of its assets be earmarked for research in educational measurement.

Stressing the need for the commission as the sole means of providing the required research, the committee pointed out that many regional, state, city and individual schools, as well as industries, would continue to operate in the testing field, thus ensuring competition.

Teachers Oppose Dark, Stuffy Schools

DENVER, COLORADO.—Poor lighting and inadequate ventilation in this city's public schools were among the items brought to the attention of Charles Greene, Superintendent, in the recent report of the Denver Federation of Teachers.

The report scored the lack of artificial and natural light, which, it said, extended to some of the newer buildings, as a health menace. Poor shower facilities in older buildings, insufficient wash basins in school lavatories, and some cases of bad ventilation were also mentioned. In the field of health services, inadequate clinics, insufficient doctors and nurses to carry out the preventive and corrective health program, and the failure to provide psychiatric aid to children with emotional problems were among the defects cited.

The report paralleled to some extent a four-point program for repairs and improvements outlined by Superintendent Greene in September, but the teachers' statement was more specific.

Yearbook "School" Draws 145 Editors

SPRINGFIELD, UTAH.—145 students and faculty members from schools throughout Utah attended the second annual yearbook school here recently.

Conducted by a local publishing house, the school was held to acquain editors, business managers and faculty advisers with the problems involved in the publication of school annuals. Those attending this year's session heard an explanation of the bookbinding process and a talk on cover selection.

Geography Teachers To Meet in Ohio

COLUMBUS, OHIO. — The annual meeting of the National Council of Geography Teachers will be held at the Neil House, here, December 27 and 28, 1946.

The program will emphasize three themes: (1) geography in the curriculum; (2) materials of teaching geography; (3) the contributions of geography to international education.

For further details, address Dr. Katheryne T. Whittemore, President, New York State College for Teachers, Buffalo.

Students Strike Over Football Hero

MEDFORD, MASS. — Bill Hegarty, Navy veteran attending high school here, was the unwilling cause of a 400-pupil strike. Dropped from the football team as the result of a rule barring students from sports for 90 days after transferring from one school to another, Hegarty termed the strike "foolishness" and expressed his willingness to warm the spectator's bench at games.

The unruly 20% of the school population who participated in the strike picketed the school all day, despite the threat of suspension. Many later apologized for their part in the affair.

New Booklet On Audio Equipment

WASHINGTON, D. C.—Basic standards to guide school officials in selecting radio equipment are formulated in a new publication, "*School Sound Systems,*" which was prepared by the Joint Committtee on Standards for School Audio Equipment, serving at the invitation of Dr. John W. Studebaker, U. S. Commissioner of Education.

The publication is the result of months of work by a group of educators who have pioneered in the field of radio in education, and representatives of leading manufacturers of school sound equipment. It explains what schools may obtain and what specifications should be insisted upon in ordering complete sound systems or limited installations. It also offers a guide to school architects in designing modern school buildings for the maximum use of school audio equipment.

Teaching How to Save That Tree in Brooklyn

NEW YORK, N. Y. — This city's school children will learn about trees and conservation through a radio serial, "Bill Scott, Forest Ranger." The fifteen-minute weekly drama is broadcast from studios in Brooklyn Technical High School, with Tech students portraying all but the title character and handling sound effects.

The scripts deal with forest problems such as fire protection or wild-life management. Many of the episodes are based on experiences of the forest-ranger author, Bill Berghoffen. Each program is recorded so that it is available, through the U. S. Forest Service, to other educational organizations throughout the country.

Aid to Handicapped Aim of Teacher Course

SYRACUSE, N. Y.—In an effort to aid hundreds of children afflicted with some physical or mental disability in the central New York area, a new special education program for teachers is under way at Syracuse University.

The program, under the direction of Dr. William M. Cruickshank, former faculty member of Horace Rackham School of Special Education at University of Michigan, is designed to coordinate on a regional basis the clinical and medical facilities of both public and private institutions with college and high school training and classroom work.

According to Dr. Cruickshank, the method of aiding handicapped children not only differs basically from normal secondary education, but also must be developed at the college level where prospective teachers can be trained for this type of work.

With establishment of this new educational program for handicapped children Syracuse University becomes one of four major universities in the country offering such a program.

Grins Between Grinds

ONLY THE WIND

A group of people were returning in their automobile from a party. They had all imbibed freely, especially one of the fellows in the back seat who was half asleep and muttering to himself. The road was good and they were flying low at the high speed of 80 miles an hour.

Just when they had reached top speed, one of the group noticed that a door was half-unlatched. He reached over, opened it wide, and gave it a mighty slam. The inebriated one struggled to a more erect position, peered owlishly around, and asked groggily: "Who came in?"

SOUNDS LIKE FRED ALLEN

An Indian named Shortcake grew old and died. When the government agent on the reservation came to the widow with an offer to make the funeral arrangements, the widow refused, saying "Squaw bury Shortcake."

"MOTION CARRIED"

Small boy: "Father, what is a committee?"

Father: "A committee is a body that keeps minutes and wastes hours."

ANIMAL LOVER

The Sunday school lesson had been upon the parable of the Prodigal Son. The teacher wished to impress upon the children the mean disposition of the elder brother who "would not go in." "Now," he said, "in the midst of all this rejoicing at the return of the prodigal there was one who was unhappy. While the others were bright and glad he was sad, and who was he?" "The fatted calf?" called out a small boy.

POT CALLS KETTLE

Willis A. Sutton, former Superintendent of Atlanta (Ga.) Public Schools tells this one:

I once visited a school in Georgia where the mascot was a beloved hound dog. I was somewhat surprised to hear the mascot referred to as *Principal.*

"Why do you call your mascot by that name?" I asked.

"Well, sir," a student explained, "he just weaves in and out of the rooms all day."

Several years later I returned to the same school and found the same hound dog. But now he was referred to as *Superintendent.* I asked about the change of name.

"Oh," said a student, "he's pretty old now; doesn't get around much any more. We called him *Superintendent* because he just sits in one spot and howls all the time!"

NATIONAL BIRD

An Albany court official, after explaining the history of the American flag to a group of aliens seeking citizenship papers, asked one of them:

"Tell me, what flies over the city hall?"

The alien blinked a minute and replied: "Peejins."

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